

6 month reporting date 7/22/04
12 month reporting date 4/06/05
18 month reporting date 10/27/05
Closed 12/27/05

Isabel School District Improvement Plan/Progress Report Form

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|---|--------------------------------|------------------------------|---|--|
| Principle: 3 Evaluation Procedures | | | | |
| Present levels: (Statement of present levels of performance that resulted in area of non-compliance) There was no evidence of functional assessment into the evaluation process in a review of five out of twelve files. Three out of five files reviewed did not have an evaluation completed that address a transition aged student's interests and skills. | | | | |
| Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All students having evaluations will have a functional assessment complete, and this information will be in a written report. All students by the age of sixteen will have a transition evaluation completed. | | | | |
| Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) <i>The district will conduct comprehensive evaluations for all students which includes functional assessment and transition evaluation if appropriate.</i> | | | | |
| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |

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| <p>1. What will the district do to improve?</p> <p>When evaluating students, functional assessment and functional assessment reports, will be part of every initial evaluation and reevaluation given by the district staff 100% of the time.</p> <p>What data will be given to OSE to verify this objective?</p> <p>100% of all evaluations conducted during the 6 month reporting period will be spot checked. The % of evaluations that contain functional assessments/reports in all skill areas affected by the disability including transition will be reported.</p> | <p>December 15, 2004</p> | <p>District and NWAS Special Education Coordinators</p> | <p>NOT MET</p> | <p>MET</p> |
| <p>Please explain the data (6 month)</p> <p>A total of 6 evaluation files were reviewed. There was no evidence of functional assessment was administered for 2 students. Functional assessment was administered, analyzed into a written report and was linked to the present level of performance (PLOPs) for 2 students. Functional assessment was not administered in all areas of suspected disability and did not link to PLOPs/goals for 2 students.</p> | | | | |
| <p>Please explain the data (12 month)</p> <p>A total of 8 evaluations were conducted during the 6 month reporting period. 100% of the evaluations contained functional assessment (and reports) in all skill areas affected by the disability including transition.</p> | | | | |

Isabel School District Improvement Plan/Progress Report Form

Principle: 5 Individualized Education Program

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

A student's IEP must contain present levels of performance based upon the skill areas affected by the students identified disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process. One student had a goal for writing however; writing was not addressed in the present levels of performance. Two students did not have skill specific information in their present levels of performance. For example, "Improve reading and math skills". Transition was not addressed in the present levels of performance on five out of five files reviewed for transition aged students.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The student's present level of performance will be based on functional assessment. The present level of performance will identify the student's strength and weakness in the student's disability area, transition and any other areas that goals are written. The present level will include how the student's disability impacts their progress in the general curriculum and parental input.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will conduct comprehensive evaluations for all students which includes functional assessment in all areas of suspected disability including transition when appropriate.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

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| <p>1. What will the district do to improve?</p> <p>When writing present levels of performance, the student's strengths, needs, parent input and involvement in the general curriculum will be written for every skill area affected by the disability including transition for students age 16 or younger if necessary.</p> <p>What data will be given to OSE to verify this objective?</p> <p>100% of present levels of performance written following evaluations that have occurred during the 6 month review period will be spot checked. The % of present levels of performance that contain the required content for each skill areas affected by the disability including transition will be reported to SEP</p> | <p>December 15, 2004</p> | <p>District and NWAS Special Education Coordinators</p> | <p>NOT MET</p> | <p>MET</p> |
| <p>Please explain the data (6 month)</p> <p>A total of 6 files were reviewed. The present levels of performance contained the required content for each skill area affected by the disability including transition in 2 of the 6 files reviewed.</p> | | | | |
| <p>Please explain the data (12 month)</p> <p>A total of 8 evaluations were conducted during the 6 month reporting period. The present levels of performance contained the required content for each skill area affected by the disability including transition in 100 % of the files reviewed.</p> | | | | |

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

In six files reviewed, the student's annual goals were not consistently written as measurable, and did not have the condition.

Transition was not addressed in the goals and objectives for three out of five students of transition age; therefore it was not documented that these students were receiving services in the area of transition.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that IEPs contain all required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Annual goals will be written so they are measurable/observable skills including transition goals when appropriate.

| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress |
|---|--------------------------------|---|---|--------------------------|
| <p>1. What will the district do to improve?</p> <p>District special education staff will participate in one of the DDN sessions on goal and objective writing. District staff will also meet with NWAS special education consultant and review the development of measurable annual goals.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The meeting dates and those attending will be submitted to SEP.</p> | <p>December 15, 2004</p> | <p>District and NWAS Special Education Coordinators</p> | <p>MET</p> | |

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Please explain the data (6 month)

District special education staff participated in the DDN session of goal and objective writing on 1-15-04.
 District special education staff participated in IEP development in-service on 4-29-04.

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| <p>2. What will the district do to improve?</p> <p>When writing annual goals they will be measurable and skill specific. Short- term objectives will include conditions, performance, and criteria. Transition will be seen in the annual goals when appropriate.</p> <p>What data will be given to OSE to verify this objective?</p> <p>50% of IEPs written during the 6 month reporting period will be spot checked. The % of skill based, measurable/observable annual goals written (including transition) will be report to SEP.</p> | <p>December 15, 2004</p> | <p>District and NWAS Special Education Coordinators</p> | <p>NOT MET (73%)</p> | <p>NOT MET (71 %)</p> | <p>MET</p> |
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Please explain the data (6 month)

A total of 11 IEP were reviewed. Annual skill based goals were developed in 8 of the 11 files reviewed.

Please explain the data (12 month)

A total of 14 IEPs were reviewed. 10 of 14 IEPs consistently contained annual goal that were skill based and measurable/observable.

Please explain the data (18 month)

A total of 8 IEPs were reviews. 100% of the goals written by the special educator were skill based and contained measurable criteria.

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Principle: 5 Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The review team determined that five out of five transition services did not contain service recommendations that are individualized. They do not correlate to the student's life planning outcomes. For employment and adult services, all transition aged students have the same recommendations. "All students attend a group job service presentation given at the school". Transition is not seen in the present levels of performance or carried over to the goals and objectives. The district did not provide a coordinated set of activities, which would promote movement from school to post-school activities

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The statement of needed transition services will show a coordinated set of activities which will contain service recommendations for the coming year, and promote movement from school to post-school activities. The service recommendations will identify responsible parties and dates of the services.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will develop an individualized outcome oriented transition process for students, including all students 14 and older, which includes proper linkage to functional assessment, life planning outcomes, course of study, services and annual goals.

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| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress | 18 month progress |
|--|--------------------------------|---|---|--------------------------|--------------------------|
| <p>1. What will the district do to improve?</p> <p>Individualized transition plans written for 100% of students 14 and older will include life-planning outcomes, course of study, (transition services and goals at age 16 or younger if necessary) which are linked to present levels of performance and functional assessment. Transition services will identify the person responsible and the service initiation date and the date the service was completed.</p> <p>What data will be given to OSE to verify this objective?</p> <p>100% of IEPs written during the 6 month reporting period, for students age 14 and older, will be spot checked. The % of transition plans developed to promote an outcome oriented process will be report to SEP.</p> | <p>December 15, 2004</p> | <p>District and NWAS Special Education Coordinators</p> | <p>NOT MET</p> | <p>NOT MET</p> | <p>MET</p> |
| <p>Please explain the data (6 month)</p> <p>A total of 3 files were reviewed for students of transition age. Transition plans were developed to promote an outcome oriented process in 1 of 2 files reviewed.</p> | | | | | |

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Please explain the data (12 month)
 A total of 13 IEPs have been written during the 6 month reporting period for students 14 to 16 years old. The life planning outcomes and course of study was developed for all student age 14 years old. The present levels of performance did not contain information regarding to the students transition strengths and needs in 4 of the 14 IEPs reviewed. PLOP data will be added following evaluation of these students. Transition services were developed for the students in all IEPs reviewed.

Please explain the data (18 month)
 A total of 6 IEPs have been written during the reporting period. In 100% of the files, transition evaluation was conducted; life planning outcomes were developed along with the course of study. Transition strength and needs were consistently addressed in the present levels of performance and transition service plans were developed to address the student's needs.

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| <p>2. What will the district do to improve?</p> <p>The district special education staff will meet with a representative from the transition liaison project and discuss the area of transition for students 14 and older. Staff will access at least one transition training opportunity through the transition liaison project.</p> <p>What data will be given to OSE to verify this objective?</p> <p>Information regarding the meetings, including the date and participants will be submitted to the SEP.</p> | <p>December 15, 2004</p> | <p>District and NWAS Special Education Coordinators</p> | <p>MET</p> | |
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Please explain the data (6 month)
 Both district special education staff attended the Ed O'Leary Transition workshop April 26, 2004

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| Principle: 5 Individualized Education Program | | | | |
| Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The IEP team must address the justification for placement through the statement in the IEP. This statement must include an explanation of the extent, if any, to which the child will not participate with non-disabled children in the general classroom and in extracurricular and non-academic activities. Two early childhood justification statements did not address the required content. | | | | |
| Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will ensure that the placement committee provides a written description of the options considered and the reasons why options were accepted or rejected for each placement alternative considered for the student. | | | | |
| Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The justification for placement statement will describe why the student could not receive services in the regular classroom or their natural setting. | | | | |
| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |

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| <p>1. What will the district do to improve?</p> <p>NWAS staff will meet with ECH special educators and review how to write the justification for placement statements. All justifications will be written in the accept/reject format and describe why instructions cannot be provided in the child's natural or regular education setting.</p> <p>What data will be given to OSE to verify this objective?</p> <p>NWAS and district staff will review 100% of IEPs written for children 3-5 during the 6 month reporting period, and report the % of justification for placement statements that contain the required content.</p> | <p>December 15, 2004</p> | <p>District and NWAS Special Education Coordinators</p> | <p>MET</p> | |
| <p>Please explain the data (6 month)</p> <p>A total of 2 preschool files were reviewed. The justification for placement statement contained the required content in 100% of the files reviewed.</p> | | | | |